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ABSTRACT

Intended as a practical guide for the administrator in homes for the aging, this booklet provides direction on how to set up a volunteer program. Five steps in organizing a volunteer program are: (1) Launching a Volunteer Program, (2) Recruitment and Selection of Volunteers, (3) Orientation and Training Program (The Role and Function of a Volunteer; Philosophy, Programs, and Needs of the Home; Understanding Emotional and Medical Problems of the Elderly; Tour of the Facility), (4) Placement, Supervision, and In-service Training, and (5) Evaluation, Promotion and Recognition. The resident, director of volunteers, and volunteer opportunities are briefly described. A bibliography of resource materials is given, and samples of useful forms are reproduced. (DB)

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# In

# Homes For The Aging and Nursing Homes

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# MANUAL ON VOLUNTEER SERVICES

# IN

# HOMES FOR THE AGING AND NURSING HOMES

AUSTIN, TEXAS

SEPTEMBER, 1970

## PREFACE

This material on Volunteers in homes for the aging, nursing homes, and other facilities for the aging has been developed by the Texas Association of Homes for the Aging under an Administration on Aging Title III Grant (U.S. Department of Health, Education, and Welfare) as administered by the Texas Governor's Committee on Aging. The specific purpose of this project was to develop an organizational pattern for volunteer services in homes for the aging.

The purpose of the Texas Association of Homes for the Aging as stated in its charter is "to provide a state-wide organization of the voluntary non-profit homes for the aged situated in the State of Texas which will assist in the accomplishment of a free interchange of ideas, which will promote the education and professional capabilities of staff personnel and others connected with the operation of such homes, and which will work to maintain the highest possible standards of care for aged persons." This association seeks to be the innovator of new and bold programs of the highest caliber for the aging.

In connection with this purpose, this non-profit association feels that the insights gained through this project are easily transferable to the propietary home and other facilities for the long-term care of older persons. Much of this material could also be used in the non-residential forms of community services for older people. This would be possible because these types of agencies serve many of the same kinds of needs as do the home for the aging and the nursing home. The non-residential community service programs deal more with the well elderly than does the home for the aging or the nursing home; however, the administrative structure of these various types of programs for the elderly is quite similar.

This booklet is geared to the administrator as the person responsible for the total programming. It is intended to be a practical guide for the administrator on "how-to-do" a volunteer program with the aging in his agency. Special emphasis is placed on the five steps in the process of developing a meaningful volunteer program. In addition, various resources and applicable forms are listed.

The basic purpose of this booklet is to provide the administrator a tool to aid him in the establishment of a volunteer service program. In addition, it may be used as an educational guide for board members, sponsoring agencies, owners, and professional staff to demonstrate how their facility can develop a meaningful volunteer program.

This booklet has been produced with the support of The Texas Governor's Committee on Aging of Austin, Texas, and The Hogg Foundation for Mental Health of The University of Texas located in Austin.

Many people have contributed to the development of this booklet by their review and constructive advice. Mr. Elmo L. Fischer, executive director of The Texas Association of Homes for the Aging, has guided the development of this manual by his encouragement, advice and critical review. Mrs. Charlene Booth of the Hogg Foundation for Mental Health gave assistance in editing and styling. In addition, Mrs. Theda Callaway, Staff Consultant, Texas Governor's Committee on Aging, Austin, Texas; Rev. Robert L. Herring, Jr., Supervisor, Buckner Baptist Trew-Ryburn Homes, Dallas, Texas; Mr. John Revolinski, Assistant Adminstrator, St. Anthony Center, Houston, Texas; Mrs. Esther Trekell, Coordinator, Volunteer Council for Community Services, Inc., Austin, Texas and Mr. Kenneth A. Triesch, Administrator, Eden Home for the Aged, Inc., New Braunfels, Texas who are members of the Advisory Committee for this project for the implementation of volunteer services in homes for the aging and nursing homes, have contributed immeasurably to the manual's development.

Other persons who have also contributed to the development of the manual are: Dr. Hiram J. Friedsam, North Texas State University; Mr. William Turner, Iowa Department of Social Services; Mrs. Robert Clark, Volunteer at Dallas Jewish Home for Aged; Dr. Herbert Shore, Executive Director of Dallas Home and Hospital for Jewish Aged and Mrs. Mary G. Warren, Editor.

Philip S. Brown
Field Worker
Administration on Aging,
Title III Project

## INTRODUCTION

*Those who bring sunshine to the lives*
*of others cannot keep it from themselves.*

*—Sir James Matthew Barrie*

Volunteers are people who provide the enriching influence of concern to persons who are sick, isolated, rejected, helpless or dependent. It is upon this traditional emphasis of helping others that the present day volunteer movement is founded. Here people discover personal fulfillment, an opportunity to serve the community, the chance to be needed, a new experience to combat the monotony of their lives or a wholesome therapy for themselves. These motivational factors allow people to exercise their personal choice and interest in service for and with their fellowman.

Volunteers have long been involved in the founding and building of our nation. Up to the Civil War, the main thrust of the volunteer movement was fulfilled by men in service to their fellowman. Then, for a period of time, the people of high social status supplied the volunteer manpower in this country. This soon passed and the main emphasis of the volunteer movement was found in the services of women who helped the poor. In the Twentieth Century, much of the early volunteer movement was replaced by trained professionals in the field of social work. Today, one can see a new dimension of service for the volunteer as close cooperation with the professional develops.

Volunteers play a significant role in a variety of programs and projects which are of great social consequence. A volunteer may function in a role which involves direct contact with the recipients of service such as a friendly visitor, a case work aide, or a recreational leader. Or he may be involved in service which is indirect, that is, as a board member, office worker, fund raiser, or in some such capacity where there is no direct contact with the recipients of service. The volunteer may give a definite number of hours each week for the project either as an individual or as a member of a sponsoring group. On the other hand, a volunteer may be involved in special activities such as fund raising or working in the annual open house.

Volunteers are people who offer themselves to fill a need. These are people who bring the warmth of human friendship and understanding by means of their assistance. Their contribution is one which cannot be bought by money or prescription. The volunteer says by his presence that he is there because he wants to be of service to his fellowman. The volunteer is interested in being of some practical help to the people who are dependent upon the particular program or institution for their health and well-being.

Volunteers can be the antidote for the institutionalized aged who are faced with impersonalization, unfamiliar routines, strange environment, and the tendency to be classified as unwanted or unneeded by society, the family, and the church. In light of the great increase in the professionalization of staff and the categorizing of residents according to level of care needed, the residents and recipients of services of homes for the aging, nursing homes, multi-service complexes for the care of the elderly, and day centers need the warmth of human contact which the volunteer provides. Such services are possible if the administration not only desires volunteer services but can effectively communicate to the staff of his agency the value of such assistance.

Volunteers can help preserve the dignity and integrity of the older person if given the proper training, supervision, and recognition. This must take into consideration the talents, interests, and abilities of the volunteers as well as the needs of the individual residents in an agency established for the care of the elderly. Volunteers can be the life-line of hope to the institutionalized aged in our society.

## ORGANIZING A VOLUNTEER PROGRAM

*The shortest way to do many things is to do only*
*one thing at a time.*

*—Cecil*

An effective, well thought-out program of volunteer services in a home for the aging or in a nursing home will include five ingredients of organization. These steps can be used as a means of obtaining the end product—a meaningful volunteer program. This listing is designed

in such a way as to help the administrator avoid some of the unfortunate experiences sometimes resulting from having volunteers who have been turned loose in a home without direction, training, or proper placement. Any service which is rendered on behalf of the residents of a facility for the aging is worth doing well. Therefore, the following steps to organization are offered as a basic guide to bring new hope and vigor to the institutionalized aged:

**STEP ONE: Launching a Volunteer Program**

The beginning point for a volunteer program to elderly residents in a home for the aging or a nursing home lies with the administrator and the Board of Directors or Trustees. The administrator must recognize the special values which a volunteer program can have for the home. This understanding is based upon the concept of a home for the aging or a nursing home providing people with meaningful activities which will involve them in normal living situations. That is, the residents of such facilities will not be considered hopeless because of their chronological age, but these people will be afforded the rehabilitative services of drug, clinical, medical, physical, and occupational therapies. Good long-term programming will also include social, religious, and other daily living activities so as to allow the resident to maintain, improve, or restore his human functioning.

The administrator is the pacesetter for the home in establishing a professional level of care. The administrator is aware that the professional staff is concerned that good care be given the residents, but he also knows that the staff's interests are basically clinical and professional. The aging resident needs more than drugs and therapy; he needs warm human contact. This is the role of the volunteer, to bring the warmth of human personality to the resident. In addition, the volunteer may also supplement the professional staff as an assistant in one of the care departments of the home. Every administrator is aware of the important role which is performed by members of the Board of Directors or Trustees who, being volunteers, help form the policy for the home.

When an administrator is convinced of the value of volunteers in both direct and indirect service to the home, he can begin to promote this concept among his staff. The basic duty of the volunteer is to bring cheer to the resident; his compensation is satisfaction from helping others. The volunteer deserves to be treated with respect and to be given proper training, placement, supervision and recognition. He has the obligation to keep regular hours, respect confidences, take direction, and follow the home's policies.

After the administrator has demonstrated to his staff the importance of volunteers and the value which they will add to the home's program, a staff person should be named as the coordinator of volunteer services. In the meantime, the Board of Directors or Trustees of the home will have been apprised of the importance of a volunteer program and will have begun to do some initial policy planning in this area. The questions of working papers for teen-age volunteers, medical certificates, and legal liability will have been carefully studied by the Board.

The staff coordinator for volunteer services, in conjunction with the administration, will proceed with orientation of employees in the several departments of the home on utilization of volunteers. This process might take two or three months in order to have adequate time to discuss with all employees the pros and cons of volunteer services. The staff and employees need to be assured that the volunteer program is in no way a reflection upon their competence or a threat to their jobs. Ample time should be taken to explain carefully the role and function of a volunteer. This might be done by using a motion picture film from the resource guide in this booklet or by obtaining a resource person on volunteer work from the area. Such a person might be a director of volunteers from a hospital or home for the aging, a director of a volunteer bureau, or a well-qualified staff person from another facility who has worked with volunteers.

Strong emphasis should be placed upon the distinct role of the volunteer who comes to bring the warmth of human kindness, not out of duty or professional commitment, but simply because he wants to be helpful to someone. The employee needs to know that the volunteer is going to be available to assist but not to do the work which is the employee's responsibility. The staff and employees must understand their responsibility in their treatment and their attitude toward the volunteer.

The staff, employees, and volunteers must join forces and talents in becoming a therapeutic team in the care and treatment of the residents. There need not exist friction between the employees and volunteers if they both understand their distinct roles and functions.

THE ADMINISTRATOR AND HIS STAFF DISCUSS
THE FEASIBILITY OF A VOLUNTEER PROGRAM

A staff committee may be working concurrently during the time of staff and employee orientation on volunteer services. This committee should carefully consider the needs of each department and resident in relationship to the establishment of a volunteer program. Here the various requests for services will be studied by the committee to determine if they can be performed by volunteers. The services could include the need for one-to-one relationship as found in a friendly visiting program in which the visitor does numerous personal chores with and for the residents. These might be conversations, letter writing, reading, a day trip or recreational activities. The volunteers could also be used as assistants in the occupational or physical therapy departments as well as to provide special services in the nursing area.

Some homes have snack and gift shops which are run by volunteers. Other facilities have a need for beauticians, manicurists, activity leaders, and teachers for small groups. Whatever the needs are, the staff committee should review each to determine the feasibility of such services being performed by volunteers. (See Appendix for Form I, a questionnaire for determining volunteer needs.)

Once the needs have been determined, the Committee should draw up a job description for each service to be performed by a volunter. The job guide should include the following information:

(Sample Job Description for a Program Volunteer)

Position: Friendly Visitor

Supervisor: Director of Social Services

Purpose: Develop self-confidence in the resident

Hours: 2:00-4:00 P.M. on Wednesdays or as arranged
Friendly Visiting Activities: Read to resident, write letters, go for walks, encourage the resident to do things for himself, assist in recreational activities
Qualifications: Interest in people, desire to work with older people, warmth, friendliness
General Responsibilities: Be prompt, dependable, courteous, confidential
Training Requirements: Orientation, October 15, 10:00 A.M.-3:00 P.M.

The staff committee should work with the coordinator of volunteer services in the writing of a volunteer handbook. This is a guide book which will contain the important information necessary for the volunteer to perform his duties most effectively. The handbook should include such items as:

Statement of philosophy of home
Greetings from the administrator
Procedures for volunteering (how one becomes a volunteer)
Responsibilities and duties of volunteer
Supervisor and staff relationships
General characteristics of a volunteer
Do's and don'ts for volunteers
Job assignments and recognitions (award system)
Special skills, such as knowledge of a foreign language when working with ethnic groups
The responsibility of the home
Summary of the needs and characteristics of the elderly

The staff committee will have the continuing responsibility of outlining supervisory responsibilities and reviewing and evaluating the program of volunteer services in the home.

**STEP TWO: Recruitment and Selection of Volunteers**

Volunteers are people who are waiting and willing to serve the best interests of the facility and its residents. The main emphasis is placed upon trying to find people who are concerned about people. The home is seeking persons who are willing to give time, talent, and energy to work with and for the aging person. The program of volunteer services is being established not to save money for the home but as a program of enrichment in human concern and hope.

The process of recruiting volunteers for a home for the aging or a nursing home can be made easier by looking for persons who are involved in the sponsoring group of the agency (such as church, fraternal, or civic groups) and to the relatives and friends of the residents in the home. Contact can be made by letter, news releases, publicity publications, or by word of mouth. Many times the families and friends of employees are interested in being involved in volunteer work.

There are many other organizations and agencies in the local community which are a potential source of individual and group volunteers such as: volunteer bureaus, Junior League, Altrusa, civic groups, fraternities, sororities, high school groups, garden clubs, Red Cross, Salvation Army, veterans organizations, etc. An untapped source of volunteers can be found among the residents of the home. The use of residents in volunteer activity would have the advantage of providing a service to fellow residents while at the same time giving the resident real meaning and purpose in his own life. (See Appendix, Form II, a sign-up form.)

When recruiting people for volunteer service it is important that there be jobs for them to do. Use the "Needs and Interests Finder" (Appendix, Forms I and III) to itemize the types of services needed and the kind of abilities and talents required to fill them. It will be helpful to the program if men as well as women and teenagers are recruited. Special consideration must be given to people who can serve only on weekends and in the evenings. A home must make sure that capable, responsible staff persons are available to supervise the volunteers during these off times.

In order to have a meaningful program of volunteer services which allows the volunteer to perform effectively and the residents to benefit from their services, someone representing the home must personally interview each applicant. To accept all persons who apply for volunteer work could be more harmful to the program of the home than the difficulties of rejecting some

A VOLUNTEER APPLICANT IS INTERVIEWED BY A STAFF MEMBER OF THE HOME

people who are not suited for volunteer service. The proper selection of persons according to personality, interests, abilities, and skills will enable the volunteer to be happy, satisfied, and make a worthwhile contribution to the home. This careful selection will protect both the volunteer and the home, guaranteeing for the volunteer a meaningful assignment and for the home the best person to meet the needs of the residents.

The application form and interview summary (See Appendix, Forms IV and V) are the basic instruments in this effort to match the right person to the right job. After review of his application, the volunteer is given a personal interview. This session will allow the applicant to have his questions answered concerning the services needed as well as an opportunity for the interviewer to appraise the applicant's suitability to do volunteer work. The full details of the job should be given to the applicant including specific duties, skills needed, training required, time required, and other responsibilities.

The interview should be conducted in a congenial atmosphere which offers privacy and confidentiality to the interviewee. The person interviewing should have the skill to put people at ease, gain good rapport, exercise the habit of keen observation, have a sense of timing, be a constructive listener, ask the right questions, understand volunteer work, and keep the information confidential.

This exchange should allow both the applicant and the interviewer the opportunity to make a decision concerning desire to serve and acceptability for service. Enough information will have been gained from this interview to determine this decision. The emphasis must be placed on the

VOLUNTEER TRAINING SHOULD INCLUDE
GROUP INVOLVEMENT

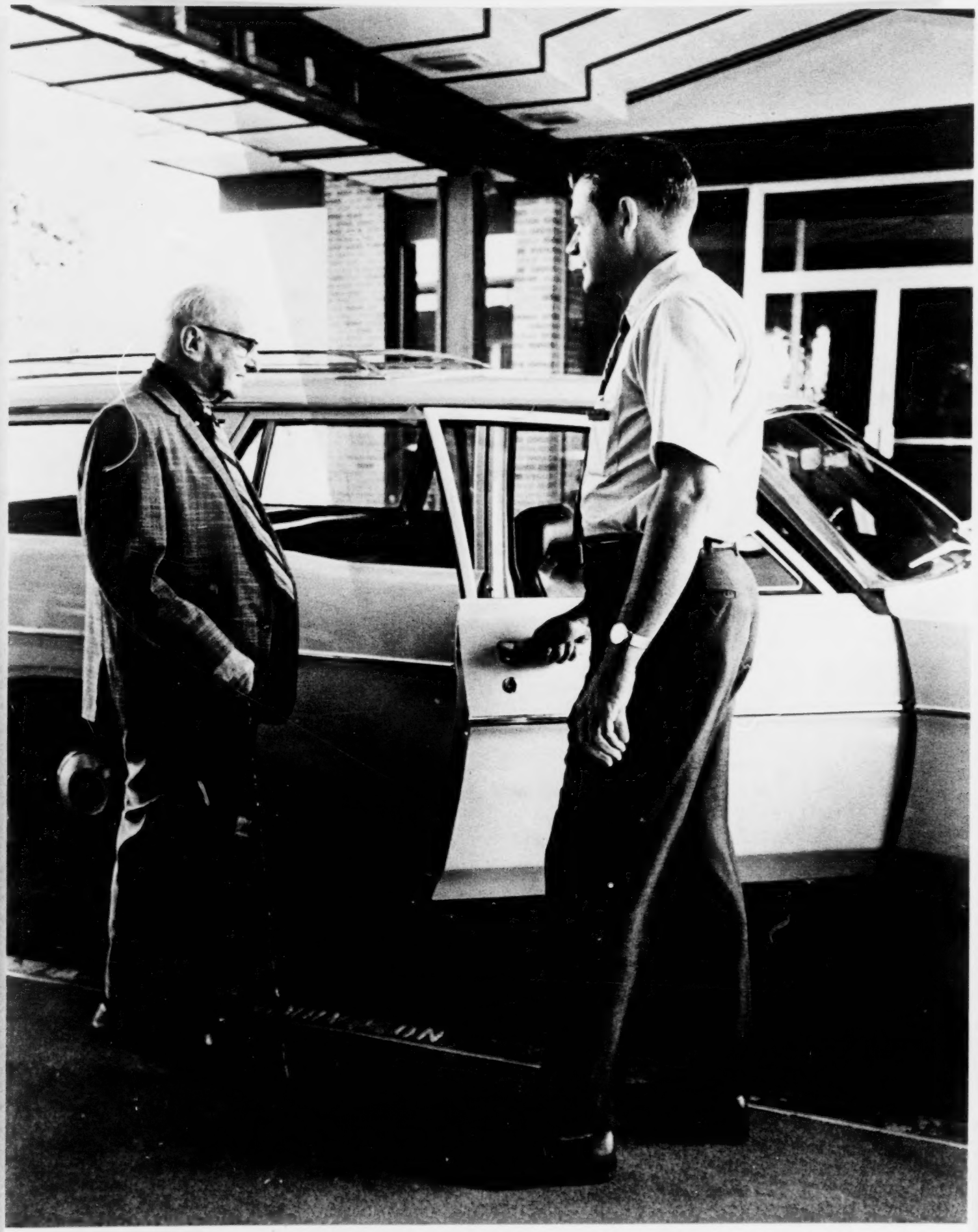
home's need, while respecting the abilities and interests of the person who is offering his service as a volunteer. There may be times when an individual will have to be tactfully directed to some other agency where he could find a more suitable expression of volunteer service. Special attention must be given to the uniqueness of this volunteer, so that he is not degraded as a person in spite of his unacceptability as a volunteer in the home. Then, the home will have established some meaningful standards for a volunteer program in the eyes of the community.

The interviewer will be looking for people who have a basic concern for other people and who have the ability to relate in an effective, warm manner. The interviewer will be alert to the reformer, snooper, gossiper types who will create more problems than they will ever solve. A volunteer program in a home for the aging or a nursing home will need people who are capable of working with the aging persons by seeking out these things which will help restore meaning and purpose in their lives. Many residents of such facilities need the encouragement that only a volunteer can give them to participate in life and to gain significance in their present day involvements.

A good resource for the interviewer is the booklet, "VOLUNTEERS WHO INTERVIEW," (Chicago Welfare Council, page 23)

**STEP THREE: Orientation and Training Program**

Much of the success of a good volunteer program depends upon a meaningful training program. This program should provide instruction on the role and function of a volunteer in



ONE OF THE MOST IMPORTANT DIRECT
SERVICES A VOLUNTEER CAN RENDER A RESIDENT IS THAT
OF TRANSPORTAION

a home for the aging or a nursing home; information on the emotional and medical problems of the aging; guidance from the administration on the home's need for volunteers; and enlightenment on the philosophy and program of the home. The general recommendation is that a minimum of four hours of training be provided for the volunteer.

A good creative program of instruction will not be stereotyped into four one-hour sessions of lectures and discussions. This training program should involve not only informational lectures but also group involvement to include role playing, small discussion groups, guided tours of the facility, and instruction in the use of audiovisual aids. Professional staff and resource persons should serve in this area. The volunteer handbook, the home's policies, and other printed material on the facility should be made available for distribution at the training sessions. In addition, the home might enhance its volunteer program by making its library and periodicals easily accessible to the volunteer.

In the planning of this phase of the volunteer program consideration must be given to when and how often the training sessions for volunteers will be held. Some homes have fall and spring sessions, while others have an annual training program. Still other homes hold training whenever they have four or more people who are interested in doing volunteer service. The timing and number of training sessions will vary from home to home. It must be decided in advance the basic pattern which will best serve the needs of each home.

The following is a suggested basic outline of four one-hour training sessions for volunteers. A note of caution to the director of volunteers—this outline is intended only as a guide with the strong recommendation that professional staff and area persons with expertise in these areas be used in the training sessions. This will be especially important in the sessions dealing with the physical and emotional problems of the elderly.

**Session One:** The Role and Function of a Volunteer

1. Purpose of Volunteer
   a) To bring warmth of human personality to the aging
   b) To stimulate growth and understanding in the elderly
   c) To assist in retaining or restoring the function as a human being
   d) To help the person assume his role in society
   e) To strengthen meaning and purpose in resident's life
2. Motivation of Volunteer
   a) Desire to serve and help others
   b) Opportunity to be needed
   c) New experiences to combat monotony
   d) Wholesome therapy for self
3. Qualifications
   a) Openness, be a good listener
   b) Acceptance of people as they are
   c) Respect for the beliefs and convictions of others
   d) Personable, friendly, responsive to people
   e) Ability to help people do things for themselves within their limitations
   f) Provide a supportive, encouraging emotional climate
   g) Keep confidences, leave the problems at home
   h) Be dependable
4. Types of Jobs for Volunteers (*Regular Hours—weekly basis)
   a) Direct Resident Services
      (1) One-to-one basis as in friendly visiting*
      (2) Therapy assistants*
      (3) Recreational leaders*
      (4) Teacher of small groups*
      (5) Transportation*
      (6) Special functions

ONE INDIRECT RESIDENT SERVICE A VOLUNTEER CAN PERFORM IS PREPARING FOOD FOR A SPECIAL EVENT

b) Indirect Resident Services
   (1) Fund raisers
   (2) Clerical assistants*
   (3) Preparing food for special occasions
   (4) Telephoning
   (5) Committee work

c) Policy Group
   (1) Board of Directors or Trustees
   (2) Committee members
   (3) Professional consultants

5. Resources (See pages 22-24 for details)

Books: THE VOLUNTEER IN LONG-TERM CARE, (American Hospital Assn., Page 22)
THE VOLUNTEER AND THE OLDER PERSON, (Kansas State, Page 22)
HOW TO SUCCEED WITH VOLUNTEERS (D. M. Church, Page 22)

**Session Two:** Philosophy, Programs and Needs of the Home

1. Philosophy of Home
   a) Sponsorship
   b) Purpose of home
   c) Persons served
   d) History of home
   e) Resident-care policies
   f) Goals of administration
   g) Treatment of employees
   h) Future aspects

2. Program of the Home
   a) Services offered
   b) Advantages to resident—security, freedom
   c) Costs involved
   d) Levels of care
   e) Activities (e.g. recreation, social, entertainment)
   f) Arts, crafts
   g) Regulations of the home
   h) Type of License
   i) Professional memberships

3. Needs of the Home
   a) Direct Resident Services
      (1) Friendly visiting
      (2) Assistants to professionals
      (3) Recreational, group leaders and aides
      (4) Beauticians, manicurists
      (5) Transportation
   b) Indirect Resident Services
      (1) Clerical assistants
      (2) Fund raisers, telephoning
      (3) Preparing food for special events

4. Resources
   a) The home's Articles of Incorporation
   b) The home's patient-care policies
   c) A history of the home
   d) Statement of philosophy of operation
   e) Statement of Board policies related to these areas
   f) License display
   g) Professional memberships and accreditation certificates
   h) Interest and need finders (See Appendix, Form III)
   i) Volunteer handbook
   j) Films: WHERE LIFE STILL MEANS LIVING, (Montifore Home, Page 24)
   k) Books: MANUAL FOR HOMES FOR THE AGED, (Federation of Protestant Welfare Agencies, Page 23)

GERIATRIC INSTITUTIONAL MANAGEMENT, (Leads and Shore, Page 23)
THE SOCIAL COMPONENTS OF CARE, (AAHA, Page 23)
CONCEPTS OF NURSING HOMES ADMINISTRATION, (Baumgarten, Page 23)

RESIDENT INVOLVEMENT IN A VOLUNTEER PROGRAM HELPS TO PRESERVE HER STANDING AS A HUMAN BEING

**Session Three:** Understanding Emotional and Medical Problems of the Elderly

This session could well be conducted by a professional psychologist or psychiatrist and a medical doctor who, in layman's language, point out to the volunteers some of the emotional and medical problems they may encounter with residents of a nursing home or home for the aged. The resident may be lonely due to the loss of a mate, friends, loved ones, job and income. His loneliness may stem from the loss of prestige and position in society or status because his values are outdated. He may suffer anxiety due to the loss of hearing, sight, mobility and freedom (his choices are getting less). He may resent the effects of institutionalization such as group living, loss of privacy, schedules, rules, regulations and the impersonalization of the home.

In some exceptional cases the volunteer may be exposed to severe depression, delusions of grandeur or abnormal behavior such as drug addiction, alcoholism or social isolation and suicidal impulses. These people need the warmth of love and understanding even more than those who are more mentally alert. The professional will list anti-depressants, tranquilizers, group therapy, individual counseling and occupational therapy as treatment for such emotional problems.

The non-professional volunteer, however, should be made keenly aware of the role he plays in dealing with such problems in the elderly. The volunteer represents the outside world to the resident. A sunny smile, a cheery "hello," a game of cards or a friendly conversation with the resident are some of the volunteer's tools for coping with such emotional problems in the elderly.

Medical problems may include those of the senses such as vision and eye diseases, hearing loss, or taste sensitivity. There may be nervous disorders such as controlling involuntary muscles and glands. The resident may have difficulty walking because of arthritis and trouble eating because of poor or no teeth. Such problems are very real to the resident and should not be made light of. Again, the volunteer's best resource is the radiation of warm personality which tells the resident "someone cares."

Resources:

Films: THE RIGHTS OF AGE and THE OLD ONES, (Page 24)

Books: PSYCHOLOGY OF HUMAN AGEING (D. B. Bromley, Page 22)
ASYLUMS, (E. Goffman, Page 23)

ON GROWING OLDER, (President's Council on Aging, 1964, Page 22)

WORKING WITH OLDER PEOPLE—Volume I: THE PRACTITIONER AND THE ELDERLY, (PHS 1459, Page 22)

**Session Four:** Tour of the Facility

The orientation for volunteers includes not only the formal training program but also a basic tour of the facility. This will give the persons applying for volunteer work a firsthand experience of the work and program for the aging. No person should be allowed to do person-to-person volunteering without first completing all the parts of the training program.

**STEP FOUR: Placement, Supervision, and In-service Training**

The coordinator of volunteer services will be able to recommend the proper placement of people to the various departments and activity programs based upon their interests, skills, and abilities. Some people will be involved in direct contact with the residents while others will function in those parts of the program which do not involve direct contact. Careful consideration must be given to the volunteer's willingness to serve in a given area of the program regardless of his talents or abilities. For instance, an art teacher may not be interested in teaching art but willing only to be active in a friendly visiting program. No matter how badly an art program needs a teacher, there should be no attempt to manipulate such a person against his wishes.

By this point in the program, all supervising personnel will be aware of the responsibility to work with volunteers in their respective departments. The details of job duties, reporting place, hours to work, and record keeping will have been accomplished. The supervisor must plan to make time available to the volunteer, especially during the initial tour of duty. Volunteers should be invited to attend departmental meetings occasionally and should be provided with other in-service training experiences. These might be conducted on an individual basis or in group sessions. The style of the further training is not as important as the **fact that the training is taking place.** The supervisors must give close attention to the employee relationships within their departments in order to maintain a teamwork approach between employees and volunteers for the benefit of the resident.

**STEP FIVE: Evaluation, Promotion and Recognition**

Evaluation is the process whereby both the home and the volunteer can determine the effectiveness of the total volunteer program and the individual's contribution to the enrichment of the residents' lives. The staff supervisor should prepare a brief summary, at least once a year, concerning the function, suitability and effectiveness of each volunteer including resident

responses on his performance. In turn, the person should be encouraged to do a self-evaluation of his role as a volunteer, especially in the areas of respect for supervision, ability to be courteous and understanding toward residents, feeling of satisfaction from assignments and opportunities for growth, and the helpfulness of the training, orientation, and supervisory programs.

The coordinator of volunteer services should use these evaluations in determining the improvements and changes which should be made in order to have a more effective volunteer program. Also, attention must be given to each individual volunteer's progress and development to ascertain what job changes and promotions should be made. The more desirable volunteer job should be awarded on the basis of individual performance and suitability. The opportunity for promotion for the volunteer from one job assignment to another will definitely enhance the volunteer program.

The basic human desires for new experiences, acceptance, and recognition are important factors to be incorporated in a volunteer program. If these ingredients are forgotten the volunteer's interest may wane, causing him to turn to some other type of involvement outside the volunteer program. Recognition is closely tied to promotion. As a volunteer grows, so should his experiences and responsibilities if he so desires. Sometimes, women especially, prefer routine tasks and would find change frustrating. Recognition is just another way of maintaining the enthusiasm and interest of the volunteer in the program.

The administrator and staff must capture every available opportunity to express praise and gratitude personally to the volunteer. This is an essential foundation to an annual recognition and award program for volunteers. Volunteer events and special projects are newsworthy items which should be publicized through newspapers, radio, television, bulletins, and special publications. An annual recognition tea or dinner at which awards for service are presented can be a significant event whether it is certificates or pins which are given to the volunteers.

A suggested standard means of recognizing volunteers on an annual basis is as follows: certificates are given for 20-49 hours and for 50-99 hours, and for every 100 hours a pin or other memento with a special award for 500 hours. In addition, some type of recognition for an unusual type of contribution or service would be meaningful. The giving of awards necessitates good record keeping. The American Hospital Association has a series of suggestions for such awards.

The idea that the volunteer has made a lasting contribution to his community will probably be the most meaningful award for him. A personal sense of satisfaction of a job well done gives recognition to the volunteer and opens the doors of interest to gain other volunteers for the program. A continued effort to recognize the volunteer as a valued member of the therapeutic team can contribute most wholesomely to each person who has freely given of himself. The volunteer is the door of the outside world, the community, to the resident of a home for the aging or nursing home. Because of this an administrator must do all he can to keep the light of the community shining brightly into the home.

## THE RESIDENT

*Let me live in a house by the side of the road and*
*be a friend to man.*

*—Sam Walter Foss*

The home for the aging and nursing home exist for the benefit of their residents. The home has no other real function to perform in our society. Without such an awareness of the total needs of the men and women who reside in the facility for the care of the aged, an administrator runs the risk of missing his primary goal of service to society. An aging person requires all the understanding, love, and respect which the home can give him. Because these human beings must struggle to preserve their dignity and self-respect in a youth-dominated culture, every opportunity of potential resident involvement should be captured for the benefit of the health and welfare of the resident.

Such an opportunity is the establishment of a volunteer service program in which the resident participates. This program seeks to maintain, restore, or improve the functioning of each resident so as to preserve his standing as a human being. The volunteer from the outside will bring the warmth of human concern to the resident. This will not be nearly as effective if the

capable, willing resident is not given an opportunity to share in this volunteer project; for the volunteers, main emphasis is placed upon working "with" residents as opposed to just working "for" the resident.

The administrator and staff should encourage resident participation by explaining the purpose of the volunteer program to the residents. A detailed list of activities and services which residents could perform for fellow residents should be spelled out. These activities could include many of the aspects of friendly visiting such as conversations, reading, letter writing, shopping or pushing a wheelchair person to the dining room. Other residents could be involved in the arts and crafts program as teachers and helpers under the guidance of the activities director. Special groups could be formed to make table favors or to do mending projects.

In addition to such internal services, a service project to the community might be undertaken. Bedfast as well as ambulatory residents can participate in preparing bulk mailings for civic or church groups, making novelties for deprived children, telephoning a homebound aged person on a daily basis, or helping with voter registration. The wholesome impact of resident involvement in volunteer services will add zest to their lives, provide a purpose for living, and encourage a continuing vitality in life. The therapeutic values will be immeasurable.

A respect for the life-patterns of the oldster means that any volunteer or activity program will not be forced upon him. The resident must be allowed the choice of not participating in such projects either as a giver or recipient of services. Exercise great concern for the rights of each resident and be careful that his wishes are not overlooked in the hustle and bustle of a thriving program. Have the staff and employees constantly on the alert as to the resident's willingness to share in a volunteer program. Give the aging persons time to decide, with no deadlines to be met, so that they might be able to determine for themselves the benefits of a volunteer program. Most residents respond with openness and appreciation to volunteer efforts. The success in one area can be soon spread to other areas by the "intracommunication system" which exists in every home.

## THE DIRECTOR OF VOLUNTEERS

*The reward of a thing well done, is to have done it.*
*—Emerson*

The person who is responsible for the direction and coordination of volunteer activities should have the same standing as the head of a department. This will allow the coordinator to have the proper communication with other departments which is necessary for the effectiveness of the volunteer program. Such a system enhances the director's ability of discovering the needs and problems in each department as they relate to volunteers. Good relations with each department on a staff level facilitates the proper placing of volunteers.

The position of director of volunteers could easily be a full-time job in many facilities with 100 residents or more. Because the director of volunteers deals with the community in the promotion and recruitment of volunteers, it seems very natural for this person to have responsibility also for the public relations of the home. On the other hand, because the main thrust of volunteer work deals with direct resident contact, the program services director, the social worker, or the group worker might be a natural person to have the responsibility for the coordination of volunteer services. There is no one set pattern for a director of volunteers which will guarantee the ultimate success of the program. Each administrator will have to determine the most effective person to fill this position in his particular home.

For the facilities of less than 100 residents there are at least four additional approaches concerning the choice of the director of volunteers. First, the director could be a volunteer who works under the supervision of the administrator or his designated staff appointee. Second, a director of volunteers could be jointly employed by more than one home in the area. Each home would assume a certain percentage of the person's salary with recruitment and some training being done on an area basis. The individual home would carry out the supervision by the normal pattern of existing staff persons. The details of such an approach would have to be worked out by the participating homes. Third, the director of volunteers of a local hospital or other existing agency might serve a home on a limited basis by arrangement with his employers. Such an arrangement has increasing possibilities especially with hospitals which have geriatric units. Experience in such units would be a determining factor in light of the special needs of the long-

term care patient. This approach and the area director approach would go hand in hand with the increasing emphasis on regional health planning and more effective use of trained personnel. Fourth, a director of volunteers could be a staff person of some community agency which provides volunteers in the home, such as the Red Cross, Volunteers of America, garden clubs, etc. If such an approach is used in the home it is important to communicate what the personal goals are in this program. Close attention should be given to the type of working relationship that this person will have with the staff and other important segments of the volunteer program.

The duties of a director of volunteers will be essentially the same for each home, varying slightly only in the cooperative or shared type of operation. The director of volunteers is the chief liaison person among the residents, volunteers, staff, and community. The duties will include the following:

Surveying the needs for volunteer services in the various departments

Recruiting, interviewing, and screening volunteers

Supervising the volunteer training program

Assigning volunteers

Keeping Records: application forms, interview sheets, time cards, permanent record sheets (See Appendix for Form VII, Volunteer Records)

Reviewing and evaluating the program

Attending staff meetings

Being responsible for volunteer recognition

Speaking to community groups

Good resources for this job description would be two publications by the American Hospital Association—THE VOLUNTEER IN LONG-TERM CARE and THE VOLUNTEER IN THE HOSPITAL. (Page 22) Two periodicals are, THE VOLUNTEER LEADER, (AHA, Page 23) and VOLUNTEER ADMINISTRATION, (Northeastern University, Page 24)

## VOLUNTEER OPPORTUNITIES

*The best portion of a good man's life is his little, nameless unremembered acts of kindness and of love.*

*—Wordsworth*

The type of activities in which a volunteer can participate in a home for the aging or nursing home are as varied and different as the persons applying for the responsibility of volunteer work. As noted earlier, the opportunities are based upon the needs of the residents of the home. The skills and abilities of the volunteer will have to be matched to the particular needs and interests of the residents. Through the efforts of a good program many hours of enjoyment will be experienced in a variety of ways by the residents. By means of a good training program, most volunteers will be able to share in a wide variety of resident activities. The goal of the volunteer program is to enrich the lives of the residents, treating each person as an individual. This program will seek to recognize the interests and problems of the individuals in the home as vital members of the community.

A volunteer to a home may be a **regular volunteer** who devotes a minimum number of 2 hours each week to the program of the home in either direct or indirect service, or he may be a **special volunteer** who gives time to the home for special occasions such as the annual open house, charity ball, or fund raising event. Another means of volunteering is by being a member of a group which entertains or performs for the residents periodically. This kind of volunteer might be called a **group volunteer.**

To detail "type of jobs for volunteers" discussed in Training Session One, **direct volunteer services** can be divided into four categories: frendly visiting, arts and crafts, special services, and group activities.

The Friendly Visitor does the following:

Converses with individuals on a one-to-one basis

Reads and writes for residents

Participates in activities with the residents
Shops on approval by administrator
Does personal courtesies for the resident
Takes the resident to therapy, doctors, etc.
Encourages the resident to do things for himself
Develops creative interests
Keeps confidential matters confidential

Arts and Crafts:

| | | | |
|---|---|---|---|
| Ceramics | Painting | Weaving | Woodworking |
| Leather work | Knitting | Embroidery | Flower making |

Special Services:

| | |
|---|---|
| Beauticians | Snack Bar Operators |
| Manicurists | Professional Consultants |

Group Activities:

| | | | | |
|---|---|---|---|---|
| Community sings | Dances | Rhythm bands | Parties | Games |

Service projects—such as stuffing envelopes for civic groups, repairing toys for children, tray favors

The volunteer may be the teacher or assistant in arts and crafts programs such as stated above. The involvement of the resident in these activities helps him gain a sense of achievement from his own efforts. Here is the opportunity for the resident to feel that he can still contribute to the society in which he lives. It is not necessary for the volunteer to be a skilled craftsman in order to participate in this program, but he should understand the basic fundamentals of the craft. Careful attention should be paid to the present ability of the resident to avoid discouraging the resident by starting him on a task too difficult for him.

The age or handicap of the resident should not be a deterrent to his participation in such programs. Even a bedfast person can perform some functions on his own. Such a program is based on the idea that these people can still learn new skills in their advanced years. For still other persons, it may be the recalling of a former skill. Articles made may be used as gifts or personal room decorations.

The special services are performed on behalf of the resident to help him in his personal well-being and preservation of self-esteem. Many of these services are in the area of personal grooming which helps motivate the resident to be involved in daily living activities. A great sense of pride and concern is often developed in the residents by these extra services. Here are opportunities for the volunteer to radiate forth by means of the warmth of his personality. The professional consultant might be one who provides a clinic to test the resident's hearing or eyesight or he may be counselor who is involved in group therapy or works directly with the staff. There are numerous services which the professional person can provide for the benefit of residents.

Group activities are an important facet of the resident's socialization. One cannot be a full person without some experience with other people. These group activities help the resident to look beyond his own needs and problems, giving to him a larger world view. The individual's self-confidence and interest in life are definitely enhanced by group involvements.

Other **indirect services** beside those noted in Training Session One are:

| | |
|---|---|
| Library work | Public relations |
| Record keeping | Making tray favors |
| Work on specialized equipment | Securing craft supplies |

## OTHER ASPECTS

*Your actions, in passing, pass not away, for every good work is a grain of seed for eternal life.*

*—Barnard*

**Teen Volunteer** is an important consideration for any volunteer program. The interest and potential of young people in working with the aged is very great. The older people generally respond with openness and appreciation to the enthusiastic presence of carefree young people. This can be a learning experience for the youth which may help them not only in their future vocational choices but also in their personal growth in developing a civic responsibility and in experiencing personal satisfaction from constructive service to other people.

However, having a teen corps of volunteers necessitates more suprvision and the careful checking of all legal requirements. These requirements might include the need for working papers, paternal consent papers, health certificates, legal restrictions on direct resident contacts, hours they may work, and insurance coverage. In addition, special care should be given in the instruction of staff in the handling of teen volunteers.

The teenager should be given the same screening, interviewing, training, and placement procedures as his adult counterpart. Special attention must be given to the young person's school work and other activities so that this involvement will not cause him to be burdened with too heavy a schedule. The teenager has the capacity to make a very meaningful contribution to the home for the aging or nursing home's volunteer program. For a typical permission form, See Appendix, Page 29, for Form VI.

**Legal Aspects**—Each home should see that its liability coverage is adequate and does in fact cover volunteers while working for the home. In light of the recent erosion of much of the "charitable immunity doctrine," close attention must be given to adequate insurance coverage. Because of the vagueness in this area, liability insurance should be written in such a way as to assure that the insurance company will be bound even if charitable immunity should no longer be recognized. This should be checked carefully with the insurance agent and legal counsel.

**Auxiliaries** have often been the vehicle through which volunteer services have been provided for the home for the aging. The organizational structure has included condensed by-laws which state its purpose, meeting times, committes, officers, elections, relationship to the home, and amendments. The president of the auxiliary is often an ex-officio member of the home's Board of Directors or Trustees. The four areas of greatest concentration for a local auxiliary have been recruitment of volunteers, sponsoring of special events, fund raising, and good public relations in the community. The main thrust of the auxiliary has been to provide needed extra services for the home.

An effective volunteer program can be carried on through or in conjunction with a home's auxiliary. If a home already has an auxiliary, then this organization could be an added asset to the proposed volunteer program. However, it is not necessary to organize an auxiliary unit in order to have a meaningful program. Many times another organization or group just tends to complicate the mechanisms of progress. Each administrator will have to make his own decision on the auxiliary according to his existing local situation.

If a home should choose the route of organizing an auxiliary for the purpose of expediting a volunteer program, the Board of Directors or Trustees of the home should pass a resolution authorizing the establishment of an auxiliary. There are certain advantages to the auxiliary if this procedure is followed: First, the home's insurance program could provide blanket coverage for the volunteers. Second, the auxiliary, as arm of the home itself, would enjoy the same tax-exemption as does the parent organization. Third, the individual members of the group would have the added protection of the corporation which involves less personal risk than an unincorporated association.

The administrator should be certain that the by-laws of the auxiliary contain a phrase such as "subject to the approval of the Board of Directors or Trustees of the Home." In addition, all contracts and other such arrangements between the auxiliary and a supplier of goods or services should be approved by the administrator or the Board of Directors or Trustees. In case of auxiliary funds, special attention should be given to the necessity of providing the administrator with regular statements and detailed reports on all receipts and disbursements. Before organizing an auxiliary, legal counsel should be sought by the home.

## RESOURCES

On Aging:

Bromley, D. B., THE PSYCHOLOGY OF HUMAN AGEING
Pelican Books: 1966
3300 Clipper Mill Road, Baltimore, Md. 21200
Cost: $1.45

ON GROWING OLDER, President's Council on Aging
Superintendent of Documents, U. S. Government Printing Office: 1964
Washington, D.C. 20402, Cost: 50 cents

WORKING WITH OLDER PEOPLE, Volume 1: THE PRACTITIONER AND THE ELDERLY
Public Health Service Publication No. 1459: 1969
Superintendent of Documents, U.S. Government Printing Office,
Washington, D.C. 20402
Cost: 40 cents

On Volunteers:

Church, David M., HOW TO SUCCEED WITH VOLUNTEERS
National Relations Council of Health and Welfare Services, Inc.: 1962
257 Park Avenue South, New York, N.Y. 10000
Cost: $1.50

Ewalt, Patricia L. (ed.), MENTAL HEALTH VOLUNTEERS
Charles C. Thomas: 1967
301-327 East Lawrence Avenue, Springfield, Illinois 62700
Cost: $6.50

Lucas, Carol, RECREATION IN GERONTOLOGY
Charles C. Thomas: 1964
301-327 East Lawrence Avenue, Springfield, Illinois 62700
Cost: $6.50

Naylor, Harriet H., VOLUNTEERS TODAY
Association Press: 1967
292 Broadway, New York, N.Y. 10007
Cost: $5.50

Stenzel, Anne K. and Feeney, Helen M., VOLUNTEER TRAINING AND DEVELOPMENT
The Seabury Press: 1968
815 Second Avenue, New York, N.Y. 10000
Cost: $5.95

THE TEEN-AGE VOLUNTEER IN THE HOSPITAL AND OTHER HEALTH CARE FACILITIES
American Hospital Association: 1967
840 North Shore Drive, Chicago, Illinois 60611
Cost: $1.50

THE VOLUNTEER AND THE OLDER PERSON
State Department of Social Welfare: 1966
State Office Building, Topeka, Kansas 66612
Cost: $1.00

THE VOLUNTEER IN LONG-TERM CARE
American Hospital Association: 1968
840 North Lake Shore Drive, Chicago, Illinois 60611
Cost: $1.75

THE VOLUNTEER IN THE HOSPITAL
American Hospital Association: 1965
840 North Lake Shore Drive, Chicago, Illinois 60611
Cost: $2.35

On Friendly Visitors:

A HANDBOOK FOR FRIENDLY VISITORS

Committee on Services to Older Persons: 1967
New Hampshire Social Welfare Council, 37-A Green Street,
Box 252, Concord, New Hampshire 03301
Cost: Free

HANDBOOK OF ACTIVITIES IN THE FIELD OF AGING

State Department of Social Welfare: 1969
State Office Building, Topeka, Kansas 66612
Cost: $1.00

RECREATION SERVICE IN CONNECTICUT NURSING HOMES AND HOMES FOR THE AGED

State Department of Health: 1968
c/o Mrs. Dorothy G. Mullen, 79 Elm Street, Hartford, Connecticut 06115
Cost: $1.00

On Administration:

Baumgarten, Harold, Jr., CONCEPTS OF NURSING HOME ADMINISTRATION

The Macmillan Company: 1965
P.O. Box 2703, Church Street Station,
New York, N.Y. 10008
Cost: $9.00

Kurtz, R. H. (ed.), MANUAL FOR HOMES FOR THE AGED

Federation of Protestant Welfare Agencies: 1965
281 Park Avenue South, New York, N.Y. 10010
Cost: $9.00

Leeds, Morton and Shore, Herbert, (eds.), GERIATRIC INSTITUTIONAL MANAGEMENT

G. P. Putman's Sons: 1964
200 Madison Avenue, New York, N.Y. 10016
Cost: $8.50

On Institutionalization:

Goffman, Ervin, ASYLUMS

Anchor Books: 1961
Doubleday & Company, Inc., Garden City, New York 11530
Cost: $1.95

THE SOCIAL COMPONENTS OF CARE

American Association of Homes for the Aging: 1968
315 Park Avenue South, New York, N.Y. 10010
Cost: $2.00—Members of AAHA, $4.00—Non-members

On Interviewing:

Larkin, K.O., VOLUNTEERS WHO INTERVIEW

Welfare Council of Metropolitan Chicago: 1965
Volunteer Bureau, 123 Madison Street, Chicago, Illinois 60602
Cost: $1.00

Periodicals:

THE VOLUNTEER LEADER, Monthly

American Hospital Association, 840 North Lake Shore Drive,
Chicago, Illinois 60611
(Recommended for Directors of Volunteer Services and Volunteers)
Cost: $3.00 per year

VOLUNTEER ADMINISTRATION, Quarterly
Center for Continuing Education, Northeastern University,
Boston, Massachusetts 02115
(Recommended for Administrators and Director of Volunteer Services)
Cost: $4.00 per year

Films:

THE GIFT YOU BRING, Veterans Administration (Excellent film on the work of volunteers in a VA Hospital, showing all age levels of volunteers—good for staff training or training of volunteers)
Available: State Department of Health, 410 East 5th Street, Austin, Texas 78701
Rental: Free

THE LONG WAY BACK, Canadian Mental Health Society (Demonstrates the role of the Volunteer as being the warm human contact with the patients, their link to the outside world. Involves men and women volunteers in jobs of teaching, companionship, and leadership. Good for staff training as it shows the close working relationships between volunteer and staff, and the benefits of a volunteer program.)
Available: State Department of Health, 410 East 5th Street, Austin, Texas 78701
Rental: Free

THE OLD ONES, Danish Film (Excellent for staff training in the rehabilitative work with the elderly. This would be good in showing the volunteers what can be done with the elderly.)
Available: North Texas State University Library,
Denton, Texas 76203
Rental: Free

THE RIGHTS OF AGE, Mental Health Society of Pennsylvania (Deals with the problems of loneliness, fear, anxiety, judgment, and health of the aging person in society. This demonstrates one possible approach to help meet this need on a community basis. Good for training of volunteers concerning the problems of the aging, e. g.—emotional, sociological, and physical.)
Available: North Texas State University Library,
Denton, Texas 76203
Rental: Free

WHERE LIFE STILL MEANS LIVING, Montefiore Home, Cleveland, Ohio (Demonstrates a meaningful institutional approach for the care of the elderly. This includes social, psychological, and physical rehabilitation for the residents and a meaningful involvement of the family. Good for staff and volunteers—might be used as an inservice training for both.)
Available: North Texas State University Library,
Denton, Texas 76203
Rental: Free

READY FOR EDNA, U.S. Public Health Service (The story of Edna who suffers a small stroke, and demonstrates the need for a broad range of health services to meet the physical and mental health of the aged. This film could help the volunteer see more clearly the needs of the elderly.)
Available: U.S. Department of Health Service, Audio Visual Facility, Communicable Disease Center, Atlanta, Georgia 30333
Rental: Free

## FORM I
## QUESTIONNAIRE FOR STAFF
## TO DETERMINE NEEDS FOR VOLUNTEER SERVICES

Department _____ Date _____

Name _____

Volunteers needed in this department to do the following:

| **Resident Needs such as:** | | **Professional Assistants such as:** | |
|---|---|---|---|
| Letter Writing | _____ | Crafts | _____ |
| Reading | _____ | Recreation | _____ |
| Transportation | _____ | Library | _____ |
| Shopping | _____ | Therapy | _____ |
| Conversations | _____ | Group Counseling | _____ |
| Entertainment | _____ | Beautician | _____ |
| Film Service | _____ | Manicurists | _____ |
| Other | _____ | Other | _____ |
| | _____ | | _____ |

## FORM II
## SIGN-UP FORM
## for
## VOLUNTEER SERVICES*

Date _____

I am interested in helping with volunteer services.

Name _____ Phone _____

Address _____

_____

I believe the following person might be interested:

Name _____ Phone _____

Address _____

_____

Return this form to: _____

* *Used by permission of Oregon State Board of Health*

## FORM III
## RESIDENT'S INTEREST CARD*

_____ _____ _____
Name Room Date of Admission

ARE YOU INTERESTED IN:

Crafts _____ ,Other Interests _____

Sewing _____ _____

Music _____ _____

Card Games _____ _____

Bingo _____ Evaluation _____

Travel _____ _____

Books _____ _____

Educational Programs _____ _____

Current Events _____ _____

Poetry _____ _____

Art _____ _____

Car Rides _____ _____

Interviewed by _____

* *Used by permission of Federation of Protestant Welfare Agencies, Inc.*

## FORM IV
## APPLICATION
## for
## VOLUNTEER SERVICE*

Please read instructions. This form, which should be filled out before the interview, will help us to better know you, your interests, and qualifications as a prospective volunteer. Please fill in every line unless it does not apply to your experience, in which case draw a line through the space so we will know this fact.

Date:_____ Age: (Please Circle) 16-19 20-39 40-59 60 plus

1. Name: Miss / Mrs. / Mr. _____
2. Address: _____ Phone _____
3. Education: Grade School____High School____College____Business____Other____
4. Do you speak any language other than English? _____
5. Have you teaching ability or experience? _____
6. Name any societies, clubs, church, or organizations of which you are now a member: _____

   _____

   _____
7. List your particular interests, skills, and hobbies. This might include certain games, dancing, music (instrumental or vocal), dramatics, hobbies (stamp collecting, sketching, etc.), art and craft work, etc. :_____

   _____

   _____
8. In what type of discussion groups, if any, have you participated? _____

   _____
9. Do you like to read aloud? _____
10. Do you drive?_____Is a car available?_____
11. Have you ever done any volunteer work, and if so, where? _____

    _____
12. What kind of volunteer work would you like to do? _____

    Service preferred: _____
13. How much time can you give? _____
14. Give name and address of two references:

    _____ _____

    _____ _____
15. To what do you wish your services credited (organization)? _____

    _____

* *Used by permission of Oregon State Board of Health*

## FORM V

## INTERVIEW SUMMARY FORM*

(Volunteer interviewers may find this form useful in summarizing their reactions to prospective volunteers. Interviewer could review form prior to talking with candidate, and fill it in immediately after the interview. This is confidental information.)

Name of Applicant: _____ Date _____

Address: _____ Phone _____

Answer all questions "Yes", "No", or "Moderate"

| | Yes | No | Mod | | Yes | No | Mod |
|---|---|---|---|---|---|---|---|
| 1. APPEARANCE | | | | 4. CONVERSATION | | | |
| Attractive | | | | Pleasant | | | |
| Well groomed | | | | Apologetic | | | |
| | | | | Rambles | | | |
| 2. PHYSICAL ABILITY | | | | 5. MANNER OF SPEAKING AND VOICE | | | |
| Energetic | | | | Pleasant | | | |
| Moves easily | | | | Easily Understood | | | |
| Limitations | | | | Nervous, high pitched | | | |
| 3. MANNER & DISPOSITION | | | | 6. ATTITUDE ABOUT AGED | | | |
| Cooperative | | | | Upset by aged | | | |
| Pleasant | | | | Upset by illness | | | |
| Enthusiastic | | | | Experience with aged | | | |
| Reserved | | | | | | | |
| Overbearing | | | | 7. IMPRESSION OF MOTIVATION | | | |
| Poised, self-control | | | | For Service | | | |
| Fidgety | | | | | | | |

8. GENERAL IMPRESSIONS
   (a) Attitude about training: Interested_____Willing to take time for training_____
   (b) Do you think individual will accept regulations and responsibilities relating to volunteer services: Yes_____No_____
   (c) Does individual have necessary time to serve: Yes_____No_____
   (d) Do you think individual can work well and get along with others: Yes_____No_____
   (e) Accustomed to meeting people and situations: Yes_____No_____
   (f) General overall impression of volunteer potential (as to value as a volunteer):

   Good_____Fair_____Poor_____Doubtful_____

9. COMMENTS OF INTERVIEWER: _____

_____

_____

10. RECOMMENDATIONS: Accepted _____ Rejected _____

11. SUGGESTED PLACEMENT: _____

Signature: _____
(Interviewer)

* *Used by permission of Oregon State Board of Health*

## FORM VI

## PARENT PERMISSION FOR VOLUNTEERS UNDER 18 YEARS OF AGE*

I hereby give my consent for _____

to give volunteer service in _____ Home.

I understand The Home will not be held liable in case of injury of any kind. I also understand she is to receive training and orientation and I agree also she is to give not less than the minimum amount of hours (3) each week.

_____
Parent

_____
Guardian

Date: _____

** Used by permission of Community Care Geriatric Services, Austin, Texas*

**FORM VII (front)**

**VOLUNTEER RECORD**

Name _____ Date Interviewed _____

Address _____ Phone _____

Hours and Days Available: _____

Organization Represented: _____

Special Interests: _____

General Orientation: Hours_____ Dates_____

On-the-Job Training: _____ Total Hours _____

Other Training: _____ Date _____

Assignments: _____

_____

Remarks: _____

_____

## FORM VII (back)
## VOLUNTEER RECORD

Year _____

Hours Brought Forward _____

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sept. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oct. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nov. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dec. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Feb. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mar. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Apr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| May | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| June | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| July | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aug. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Hours Carried Forward _____

ERIC Clearinghouse on Adult Education
JUL 8 1971